

Yadkin County Performance Pay Plan Policy

Policy Statement: The goal of the Yadkin County Performance Pay Plan Policy is to empower and Motivate Yadkin County Employees to move from the Minimum Pay to the Maximum pay during the tenure of their employment.

Effective Date: July 1, 2011

Content:

1. Summary
2. Implementation Actions
3. The Pay Table
4. Hiring Rate
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6. Cost of Living Adjustments

1. SUMMARY

Over the several years Yadkin County has operated on a STEP & GRADE system. All employees were hired at a grade based on classification. Employees would receive an approximate 2.5% increase on their first year anniversary and every two years thereafter regardless of performance, attendance, productivity or conduct.

2. IMMEDIATE IMPLEMENTATION ACTIONS

- (a). No county employee will progress to a new step effective July 1, 2011.
- (b). The Prior Pay Table is no longer applicable.

3. THE PAY TABLE

The new pay table shall be an appendix¹ to this policy and shall be followed by all County Employees. The table is the recommended table of Matt Reece, Consultant from the Council of Governments. The table provides a minimum, hiring maximum, and maximum pay rate. The table is not symmetrical going from grade to grade to allow implementation of the current pay plan without increasing or decreasing the minimum and maximums. However, this can be fixed with an across the board COLA increase in future years to adjust the vertical errors.

¹ APPENDIX A

4. HIRING RATE

The County Manager shall have the discretion to hire between the minimum and maximum hiring rate. This is a 20% discretionary hiring authority. Any rate above the maximum hiring rate shall, be approved by the Board of Commissioners.

Additional levels of education above the base job requirement are worth 2% for each additional level: HS/GED, 2 Year, 4 Year, Masters, PhD. Experience above the minimum job requirement is worth 2% for each year in excess of minimum requirement.

If an applicant meets the educational requirement, all work experience may earn 2% for each year of experience.

Example 1: position requires 2 year degree OR 2 years of experience. Applicant has BS degree and 4 years of experience. Manager would be authorized to pay up to 10% above base pay rate (2% for additional education and 8% for experience).

Example 2: same position, applicant has HS diploma and 8 years of experience. Manager would be authorized to pay up to 12% above base pay rate (first 2 years of experience qualifies applicant, remaining 6 years of experience earns 12%)

5. PERFORMANCE APPRAISAL

Each department head shall fill out a performance appraisal for each county employee. The County Manager shall review and approve each performance appraisal. Performance appraisals,

- (a). Shall follow the [Yadkin County Performance Appraisal Guide](#).²
- (b). Shall utilize the [Yadkin County Performance Appraisal Competencies](#).³
- (c). Shall be completed with honesty, integrity, and detailed on the [Yadkin County Employee Performance Appraisal Form](#).⁴

Performance appraisals shall follow the following schedule. Failure to follow the schedule will result in disciplinary action up to and including dismissal. Performance appraisals that are late or incomplete will result in immediate forfeiture of any performance pay increase for that department.

Each county employee will be eligible to receive performance pay up to 2.5% every year effective January 1.

² APPENDIX B

³ APPENDIX C

⁴ APPENDIX D

<p align="center">PERFORMANCE EVALUATION DEADLINE (Action must be completed before date)</p>

DEADLINE

ACTION

July 1st

Department heads shall develop seven (7) job specific Competencies / Accountabilities for each employee.

September 1st

Department Heads shall turn completed evaluations into the County Manager.

November 1st

Following shall be completed;

- County Manager shall evaluate each department head.
- Assistant County Manager or County Manager shall evaluate each county employees performance evaluation
- DSS, Health, Soil & Water, Board of Elections boards or board representative will meet jointly with the County Manager and fill out the performance evaluations.
- Sheriff and Register of Deeds are elected officials. They will receive an automatic 1.5% merit increase annually on January 1, 2011. The County Manager may elect to increase this pay under special circumstances up to 3% if either elected officials has exceptional performance. This increase shall be reported to the Board of Commissioners.

December 1st

All evaluations shall be completed with recommended pay increases. Each employee will be informed as to their performance increase.

January 1st

Pay increases will be effective for the second bi-weekly payroll in January.

The purpose of performance pay is to reward and promote excellence. Employees will earn an annual increase from 0% to 2.5%.

6. COST OF LIVING ADJUSTMENT (COLA)

The Yadkin County Performance Pay Plan Policy is not an annual COLA. The plan shall only be used to reward performance. The Yadkin County Board of Commissioners will annually consider a COLA increase based on inflation, CPI, Social Security Administration and available funding.

Yadkin County Performance Pay Plan
APPENDIX A

JULY 1, 2011
ADOPTED PAY GRID / TABLE

Grade	Minimum	Max Hiring	Maximum	Implementation Notes	Grade Dif	Min-Max Dif.
50	\$15,311.00	\$18,373.20	\$22,967.00	<p>Procedural statement: Employees are eligible to progress through the pay range from minimum to maximum with the annually through performance appraisals. Increases may be awarded up to 2.5%. Increases are conditional upon performance appraisals and the availability of budgeted funds.</p> <p>Basis of table: Minimums and maximums are stated as annual salary for employees working 2080 hours annually. Employees working more than 2080 hours will have an adjusted hourly rate to maintain annual salary within the stated range; e.g. the hourly rate calculation for employees working 2496 hours annually is the annual salary ÷ 2496.</p>	4.93%	50%
51	\$16,066.00	\$19,279.20	\$24,099.00		4.62%	50%
52	\$16,809.00	\$20,170.80	\$25,214.00		4.88%	50%
53	\$17,629.00	\$21,154.80	\$26,444.00		4.81%	50%
54	\$18,477.00	\$22,172.40	\$27,716.00		4.87%	50%
55	\$19,377.00	\$23,252.40	\$29,066.00		4.65%	50%
56	\$20,278.00	\$24,333.60	\$30,417.00		4.83%	50%
57	\$21,258.00	\$25,509.60	\$31,887.00		4.74%	50%
58	\$22,265.00	\$26,718.00	\$33,398.00		4.82%	50%
59	\$23,338.00	\$28,005.60	\$35,007.00		4.88%	50%
60	\$24,478.00	\$29,373.60	\$36,717.00		4.76%	50%
61	\$25,643.00	\$30,771.60	\$38,465.00		4.75%	50%
62	\$26,861.00	\$32,233.20	\$40,292.00		4.83%	50%
63	\$28,159.00	\$33,790.80	\$42,239.00		4.70%	50%
64	\$29,483.00	\$35,379.60	\$44,225.00		4.85%	50%
65	\$30,914.00	\$37,096.80	\$46,371.00		4.84%	50%
66	\$32,411.00	\$38,893.20	\$48,617.00		4.78%	50%
67	\$33,960.00	\$40,752.00	\$50,940.00		4.76%	50%
68	\$35,577.00	\$42,692.40	\$53,366.00		4.80%	50%
69	\$37,285.00	\$44,742.00	\$55,928.00		4.80%	50%
70	\$39,073.00	\$46,887.60	\$58,610.00		4.81%	50%
71	\$40,954.00	\$49,144.80	\$61,431.00		4.79%	50%
72	\$42,915.00	\$51,498.00	\$64,373.00		4.75%	50%
73	\$44,954.00	\$53,944.80	\$67,431.00		4.86%	50%
74	\$47,139.00	\$56,566.80	\$70,709.00		4.80%	50%
75	\$49,404.00	\$59,284.80	\$74,106.00		4.77%	50%
76	\$51,762.00	\$62,114.40	\$77,643.00		4.79%	50%
77	\$54,239.00	\$65,086.80	\$81,359.00		4.79%	50%
78	\$56,835.00	\$68,202.00	\$85,253.00		4.87%	50%
79	\$59,603.00	\$71,523.60	\$89,405.00		4.75%	50%
80	\$62,437.00	\$74,924.40	\$93,656.00		4.77%	50%
81	\$65,417.00	\$78,500.40	\$99,626.00		4.82%	50%
82	\$68,569.00	\$82,282.80	\$102,854.00		5.00%	50%
83	\$71,998.00	\$86,397.60	\$107,997.00			

Yadkin County Performance Appraisal Guide

This guide is designed to facilitate the performance appraisal process. If you have suggestions for making it more useful, contact County Administration.

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(1.0) An Overview of the Performance Appraisal System

1.1 Effective Performance Appraisals

- Help people improve. It encourages good performers to do better and will help poor performers to improve;
- Determine if employees should receive pay increases and promotions in the future;
- Helps to provide additional training and development;
- Provides an opportunity to build on a supervisory relationship;
- Ensures that goals are met.

1.2 Factors That Drive Employee Performance

- County Board's Support
- Employee Core Values
- Individual's Job Description
- Individual Performance Competencies

1.3 An Overview of the Annual Performance Cycle

- **July 1** (*No later than July 1*)– Department head must develop seven (7) job specific Competencies / Accountabilities for each employee.
- **September 1** (*No later than September 1*)– All performance evaluations must be completed and provided to the County Manager.
- **November 1** (*No later than November 1*) – All performance evaluations shall be reviewed and approved by the Assistant County Manager / County Manager.
 - County Manager shall evaluate each department head.
 - Assistant County Manager or County Manager shall evaluate each county employees performance evaluation
 - DSS, Health, Soil & Water, Board of Elections boards or board representative will meet jointly with the County Manager and fill out the performance evaluations.
 - Sheriff and Register of Deeds are elected officials. They will receive an automatic 1.5% merit increase annually on January 1, 2011. The County Manager may elect to increase this pay under special circumstances up to 3% if either elected officials has exceptional performance. This increase shall be reported to the Board of Commissioners.
- **December 1** – All evaluations shall be completed and recommended pay increases will be provided to each employee.
- **January 1** – Pay increase implemented.
- Coaching, feedback, and documentation of performance should continue throughout the year.

(2.0) The Appraisal Form

2.1 Sections of the Appraisal Form – The following five key areas of performance are evaluated in the appraisal form:

A. Core Competencies – The five expectations or competencies in this section are in every employee's evaluation:

- Commitment to quality work and achieving outcomes
- Customer Service
- Safety
- Self Management
- Teamwork

B. Management Competencies – The five expectations in this section *apply only to supervisors and department heads* who do performance appraisals:

- Coaching/Mentoring
- Leadership
- Managing Work and Performance.
- Resource Management
- Safety & Security Management

C. Job-specific Competencies/Accountabilities – The number of competencies/accountabilities in each section varies for each job and are based on several things: the duties in the employee's job description, the department's mission and any changing needs of the department. Department head must develop seven (7) job specific Competencies / Accountabilities for each employee. By all means contact the Assistant County Manager or Manager if you need assistance developing seven (7) Competencies / Accountabilities.

D. Employee Comments – This is where employees will make their own observations and comments about their performance and respond to comments made by their supervisors.

E. Development Plan – This section is designed to help the supervisor and employee prepare for future success by setting up an annual action plan for improving skills, increasing knowledge and/or gaining experience.

2.2 **Performance Levels Defined** – Performance on each competency will be evaluated according to the following five levels:

Exceptional Performance – The employee is clearly and obviously one of the top performers of the department in the competency. The employee serves as a recognized role model demonstrating outstanding initiative, significant effort and high quality results. This level of performance marks a consistent and exceptional contribution to the defined job expectation.

DOCUMENTATION REQUIRED

Exceeds Expectations – Performance that substantially exceeds defined job expectations. The employee demonstrates and is learning the competency at a higher than expected level. The employee often demonstrates a proficiency level above that required by the defined job expectations in quality, quantity and frequency. **DOCUMENTATION REQUIRED**

Meets Expectations – The employee meets expectations of the defined job competency and demonstrates or is learning the competency at the expected level. The employee regularly demonstrates proficiency at the demanding level required by the job.

Below Expectations – The employee is progressing toward meeting their defined job expectation but occasionally does not. Performance is somewhat lacking in quality, quantity or frequency. The employee is expected to improve their performance.

DOCUMENTATION REQUIRED

Does Not Meet Expectations - Performance consistently fails to meet the defined job expectations. The employee does not meet the minimum level. This level may include performance that is acceptable at times but is inconsistent across the rating period. The employee is expected to improve their performance.

DOCUMENTATION REQUIRED

2.3 **Consistency** - The goal of the supervisors in each department should be to achieve as much agreement and consensus on what constitutes “Meets”, “Exceeds”, “Exceptional”, “Below” and “Does Not Meet” in order to achieve as much consistency as possible within their department. *As a department you*

want to create a common understanding of these performance levels among supervisors.

Meets Expectations – The standard definition of Meets is on the appraisal form. These employees are who we call the consistently “good solid performers” whom we all depend upon each day. **However, consistently doing what you are being paid to do does not exceed expectations.** All competencies describe performance that “Meets” expectations.

2.4 **Steps for Scoring the Appraisal** – Each performance level has a single score that is attached to it:

- Exceptional Performance – 100
- Exceeds Expectations – 90
- Meets Expectations – 80
- Below Expectations – 70
- Does Not Meet Expectations – 60

Step 1 - Score the Competencies For Each Section - While each competency may have several parts, the only score possible for a particular competency is 60, 70, 80, 90 or 100.

For example, Section A, entitled Core Competencies, has five competencies. The employee’s performance on each competency will be evaluated and a decision made as to whether he/she is exceptional; below, meets, exceeds or does not meet expectations.

Step 2 - Average the Competencies in Each Section – Once each competency is scored, add the scores and divide by the number of competencies to come up with a final average score for that section. For example, the score for the Core Competencies section below is 86.

Customer Service	80 Meets
Self Management	80 Meets
Commitment to ...	100 Exceptional
Teamwork	90 Exceeds
Safety	<u>80</u> Meets
Section Score	430 / 5 = 86

Step 3 – Figure the Overall Average Score – Average the scores from each section that applies to the employee’s job in order to get their Overall Average Score.

Yadkin County Performance Pay Plan
APPENDIX B

Supervisor Example - The Overall Average Score for a supervisor with the scores below is 86. Each section is one third of the overall average score. Note: The normal rules of rounding apply when scoring.

Section A – Core Competencies	86
Section B – Management Competencies	82
Section C – Job Specific Competencies/Accountabilities	<u>89</u>
Overall Average Score	$257/3 = 85.6$ or 86

Non-Supervisor Example - The Overall Average Score for a non-supervisor with the scores below is 86. Each section is one half of the overall average score.

Section A – Core Competencies	83
Section B – Management Competencies	N/A
Section C – Job Specific Competencies/Accountabilities	<u>89</u>
Overall Average Score	$172/2 = 86$

(3.0) The Pay Raise Chart

3.1 Purpose of the Chart – The pay raise chart is used to determine the percentage increase an employee will receive.

3.2 Pay Chart

Score 0 - 79	Score 80 - 83	Score 84 -87	Score 88 - 93	Score 94 - 96	Score 97 - 99	Score 100
0%	.5%	1.0%	1.25%	1.5%	2.0 %	2.5%

***Any employee that receives a score of 100 shall receive special recognition at the first regularly scheduled board meeting in January of each year.**

(4.0) Questions and Answers

1. Q: *Why is documentation such an important part of this appraisal system?*

A: It is extremely important that ratings and comments accurately document the employee's performance for two reasons: first, for giving credit and recognition, *and* second, to document where performance needs to be improved. It is critical that ratings are based not on opinion but rather on observable behaviors, events, facts, dates and specific documented accomplishments. This means the *supervisor will have to do a good job of documenting behaviors throughout the year.* Documentation is not required for competencies that meet expectations, only for those rating above and below.

2. Q: *Can we make changes to an employee's job specific competencies and accountabilities?*

A: Yes – While there should be as much consistency as possible in evaluations, duties and assignments do change during the performance year. Example job competencies are provided as a guide. You can use them, modify them or create your own.

3. Q: *Does my supervisor have to review the performance appraisals I do for my employees?*

A: Yes – It is important that each supervisor and their department director agree on the ratings and comments you make on the reviews you do. This must be done before the supervisor does the actual appraisal with the employee.

4. Q: *Is it OK for supervisors to keep notes on employee performance throughout the year?*

A: Yes – Keeping notes and comments by date is encouraged because it helps provide a record for ongoing coaching and feedback throughout the year. Just make sure comments and documentation are observations that are job and performance related and based on employee behaviors. It would be difficult to justify *any* rating without solid documentation.

5. Q: *What are some examples of performance that Exceeds Expectations? Exceptional Performance?*

A: If an employee is exceeding expectations, they are probably doing things that have an impact on operations or the customer that is beyond their regular job. It is hard to spell out precise examples and supervisory judgment obviously does come in here, but examples of performance that might exceed expectations could include someone who has willingly taken on responsibilities beyond what is normally expected of someone in their job, such as:

- A senior person temporarily takes over supervisory responsibilities:

- Someone volunteers for a task force or committee;
- Someone agrees to be the department safety coordinator; or
- Several employees split the duties of an employee on sick leave to avoid hiring temporary help.

Finally, the opportunity to “Exceed” may not happen each year.

A person who is rated as an Exceptional performer on a given competency is unarguably seen as the go-to person to accomplish tasks covered by that competency. Some examples that would qualify an employee for an Exceptional Performance rating may include:

- A qualified employee agrees to be trained on a new piece of equipment or process and then trains others;
- An employee makes a suggestion to successfully improve a department procedure and then helps to implement it.

6. Q: *How much documentation is needed to justify a score?*

A: First if you think of the examples above,
(a) you would include dates,
(b) activities,
(c) a description of the level of service,
(d) the impact,
(e) consistency, and
(f) any customer comments.

The same could apply to documenting a “Needs Improvement” or “Does Not Meet Expectations”. You need dates, specific behaviors that are related to the job description and anything that has been done to improve the situation and achieve success, such as counseling and additional training. Second, you and your department director must agree on the rating so that as much consistency as possible is achieved throughout the department.

7. Q: *How much detail should be included in the Development Plan section of the appraisal form?*

The purpose of a Development Plan is to improve skills and/or develop professionally. Documentation may include deadlines, resources and a list of steps the person should take to complete the plan.

(5.0) Three Reasons for Poor Performance

1. **A Lack of Communication** - *They don't know what is expected of them.*
 - There is a lack of clear individualized communication and direction
 - There is a lack of feedback
 - There are mixed messages from different leaders
2. **A Lack of Conditions** - *They need more help to succeed.*
 - They need more time
 - They need more tools
 - They need more training
3. **A Lack of Consequences** - *They see that nothing will happen one way or the other.*
 - They see no encouragement on previous good work
 - They see no reward for good work
 - They see no repercussions for poor work

If performance is failing, ask yourself three questions:

1. Have I clearly COMMUNICATED what I expect?
2. Are there CONDITIONS that hinder them?
3. Are there CONSEQUENCES for their performance?

The Practical Coach – Inspiring, Encouraging & Challenging Your Team, Media Partners Corporation, 1997

(6.0) Suggestions for Preparing For and Delivering the Performance Appraisal

1. Avoid legal problems by keeping complete and accurate performance records. Make sure your notes are based on actual job-related employee behaviors.
2. Gather and review the employee's job description and work record. Some supervisors ask the employee to provide a written summary of their activities as part of their review planning process. Refer to any notes and agreements from the mid-year review.
3. Schedule an appropriate amount of uninterrupted time to meet with the employee.
4. Review the employee's appraisal documentation with your supervisor to seek agreement.
5. Some supervisors give the review to the employee ahead of time so they can read it and prepare for the performance conversation. Others give the review and offer a follow-up session at a later time.
6. During the review, put the employee at ease and focus on the employee's behavior-based performance.
7. Keep the Performance Meeting a Two-way Conversation
8. Offer constructive feedback and listen for new information.
9. Discuss progress listed in the employee's development plan.
10. Discuss any changes in expectations.

Yadkin County

Performance Appraisal Competencies

CORE

Commitment to Quality of Work and Achieving Outcomes

Realizes how job function impacts the operation of the organization and perform duties and responsibilities in a way that supports the County's commitment to honesty, integrity and fairness. Demonstrates flexibility, adjusts to changing demands and deals creatively with challenges or problems.

Customer Service

Projects a positive image of the County while interacting and communicating with external and internal customers. Responds to inquiries and complaints in an appropriate manner by exhibiting an attitude of friendliness, helpfulness and respect. Builds and maintains ongoing, collaborative, working relationships inside and outside of the department to achieve the goals of the County, department and work unit.

Safety

Adheres to all workplace and trade safety laws, regulations, standards, and practices. Performs work in a safe manner at all times. Avoids shortcuts that increase health and safety risks to self or others. Maintains emergency supplies and/or personal protective gear, organizes the personal workspace to minimize the likelihood of an accident or other unsafe situation, and checks for and reports potential hazards or breaches of security plans while in the workplace or in the field. Respond positively to safety-oriented feedback and encourages and supports others to be safe while at work.

Self Management

Meets deadlines and is cooperative. Actively seeks opportunity for learning and self-development. Carries own share of responsibility. Accepts and uses suggestions for improvement. Maintains appropriate appearance and attendance. Resolves conflict in an appropriate manner and uses County resources wisely, efficiently and responsibly. Ensures that functions within areas of responsibility are completed in a timely manner. Monitors performance and takes corrective action when necessary. Uses effective approaches for choosing a course of action or developing appropriate solutions and/or reaching conclusions. Takes action consistent with available facts, constraints, and anticipated consequences.

Teamwork

Actively participate as a member of a team to move toward the completion of goals. Readily gives and receives help within and across department and division lines. Promotes teamwork among employees by accepting suggestions for improvement and carrying satisfactory share of responsibility and workload. Modifies behavior to reflect new insights and changing circumstances and works well with others to achieve common goals.

MANAGEMENT

Coaching/Mentoring

Provides guidance and feedback to help an employee or groups of employees strengthen their knowledge, skills and abilities to accomplish a task or solve a problem, which in turn should improve job performance. Enables co-workers to grow and succeed through feedback, instruction, and encouragement. Inspires and motivates others. Encourages and promotes training and education. Gives timely, positive and corrective feedback to improve employee performance. Values and recognizes the efforts and contributions of others.

Leadership

Coordinates, facilitates and participates in a collaborative approach to the completion of tasks or assignments. Promotes organizational mission and goals, and shows the way to achieve them. Establishes expectations and clear direction to meet goals and objectives of on-going work for a group of employees. Motivates and engages employees through effective communication.

Managing Work and Performance

Assigns work and to establishes work rules and acceptable levels of quality and quantity of work. Reviews work and evaluates performance of others and develops individuals' competencies. Monitors department/unit performance through goal accomplishment and customer feedback. Benchmarks services with comparable organizations. Ensures accurate, timely, thorough performance evaluations for assigned staff. Leads, encourages and supports continuous improvements. Creates a climate in which the potential advantages of diversity for organizational and group performance are maximized.

Resource Management

Provides strategic oversight for resource management matters. Monitors activities and services on an ongoing basis to ensure that customers are efficiently and effectively served. Uses a variety of information sources internal and external to the County to identify issues and trends. Appropriately uses financial, economic, and technical information to identify ways to achieve long-range goals or meet the vision of the organization. Follows fiscal guidelines, regulations, principles, and standards when committing fiscal resources or

processing financial transactions. Ensures needed resources and skill sets among staff are available. Identifies financial resources that will be required to accomplish goals and objectives of departmental and organizational plans. Focuses on accomplishing desired outcomes, goals and objectives or strategic plan within allocated resources. Uses budgeted funds and resources wisely, efficiently and responsibly.

Safety & Security Management

Follows and enforces safety, health and security policies and procedures, develops and trains staff in the safety core competency, ensures compliance with federal and state regulations, addresses employee safety and security problems and concerns, and exercises due diligence throughout contract development, negotiations, and compliance. Responds to all reports of unsafe or inappropriate conduct, maintains the confidentiality of employee records and personal health information, and discourages criminal activity by establishing and monitoring policies involving personnel and property.

EXAMPLES OF JOB SPECIFIC COMPETENCIES

Adaptability

Maintains effectiveness when experiencing major changes in work tasks or the work environment. Adjusts effectively to work within new work structures, processes, requirements, or cultures.

Analytical Thinking

Identifies issues, obtains relevant information, relates and compares data from different sources, and identifies alternative solutions.

Building Partnerships

Develops and uses collaborative relationships to facilitate the accomplishment of work goals. Identifies opportunities and takes action to build strategic relationships between work unit, division or department and other groups (both internal and external) including local governments, stakeholders, or other organizations.

Building Work Relationships

Works effectively with others, outside the line of formal authority. Accomplishes organizational goals and identifies and resolves problems.

Change Management

Plans and implements change initiatives. Supports innovation and creativity by encouraging others to accept and resolve challenges. Remains flexible to meet constantly changing and sometimes opposing demands.

Communication

Presents information to individuals or groups; delivers presentations suited to the characteristics and needs of the audience. Conveys information clearly and concisely to groups or individuals either verbally or in writing to ensure that they understand the information and the message. Listens and responds appropriately to others.

Communication – Oral: Conveys information orally to individuals or groups to ensure that they understand the message. Listens and responds appropriately to information from others.

Communication - Presentations: Develop presentations and ideas for individuals or groups using a variety of media. Delivers presentations suited to the characteristics and needs of the audience.

Communication - Written: Develops and delivers written information to individuals or groups to ensure that they understand the message.

Continuous Improvement

Takes action to improve existing conditions and processes. Uses appropriate methods to identify opportunities, implement solutions, and measure impact.

Coordination – Operations

Facilitates the flow of work for a process or procedure. Uses appropriate procedures for collecting and reviewing information. Monitors or regulates those procedures, tasks, or activities.

Data Analysis

Uses statistical theory and applications. Monitors and collects research data to assess accuracy, validity, and integrity. Analyzes statistics and other data. Interprets and evaluates results, and creates reports and/or presentations

Data Collection

Observes, monitors, collects, and records data. Assesses the accuracy, validity and integrity of the data.

Enforcing Laws, Rules, & Regulations

Enforces governmental laws, rules, and regulations, and initiates enforcement actions in a way that the public and others perceive as fair, objective, and reasonable.

Equipment Operation

Applies appropriate procedures for using specific equipment or machines to meet defined quality and quantity standards. Uses tools, machines, and vehicles to transport goods or people, or to create work products.

Gaining Voluntary Compliance

Convinces others to follow recommendations and advice to bring them into compliance with regulations, standards, or policies.

Grant Management

Researches funding opportunities. Develops and writes proposals. Advocates for and represents the organization. Negotiates details of the grant. Ensures appropriate policies and procedures are used for financial monitoring and compliance of one or more grants to include documentation, reporting, renewal, extension and closeout.

Information/Records Administration

Uses appropriate data collection policies and procedures, filing systems, data management systems and programs. Compiles, assimilates, organizes, and stores printed and electronic information. Reviews, compiles and analyzes information to prepare reports.

Instruction

Instructs and trains employees, students, citizens or others by providing information, including appropriate procedures, practices and/or the operation of equipment. Leads and guides others to develop new skills or knowledge that will enhance their work. Designs, develops and/or delivers training programs.

Knowledge – Professional

Possession of a designated level of professional skill and/or knowledge in specific area(s) and to keep current with developments and trends in area(s) of expertise, usually acquired through post-secondary education. Typically earned in an academic setting resulting in at least a four-year degree.

Knowledge – Program

Possession of knowledge of program procedures, methods and practices and their application to specific situations, usually acquired on the job or in lower-level positions in the same or similar career path.

Knowledge – Technical

Possession of a designated level of technical skill or knowledge in a specific technical area(s) and the ability to keep up with current developments and trends in areas of expertise. May be acquired through academic, apprenticeship or on-the-job training or a combination of these.

Managing Conflict

Deals with others in difficult and complex situations to achieve resolution or adherence to laws and/or regulations. Uses appropriate interpersonal skills and methods to reduce tension and resolve conflict.

Managing Work Processes

Measures and evaluates work processes, services and products to achieve organizational goals. Redesigns processes as needed using best methods and technology to meet or exceed business needs. Uses appropriate methods to identify opportunities, implements solutions, and measures impact.

Negotiation

Confers with others to reach resolution. Explores alternatives and positions to reach outcomes that gain the support and acceptance of all parties.

Office Technology

Uses office equipment and other relevant technology (software and systems) to meet business needs.

Project Management

Provides oversight for project(s) and all related activities in that setting to include quality assurance and safety. Coordinates and manages facilities, equipment, supplies and related resources as necessary for the project. Establishes a set of tasks and activities associated with an intended outcome and timeline. Ensures actions are performed and/or implemented to achieve the results of the project.

Research

Reviews and studies relevant information from various sources to develop new information. Identifies primary and secondary authorities to validate the research.

Strategic Analysis

Uses a variety of information sources internal and external to the organization to identify issues and trends. Studies financial, economic, and technical information to identify ways to achieve long-range goals or meet the vision of the organization.

Strategic Planning

Uses the results of strategic analysis to establish and commit to a course of action in order to accomplish long-range goals or the vision of the organization. Focuses on systems and processes to ensure efficiency and quality of service. Analyzes and solves problems. Promotes a free flow of information and involves others in decisions.

Technical Solution Development

Demonstrates a methodical and logical approach to addressing customer needs. Uses innovative solutions and/or designs where appropriate.

Technical Support

Understands internal/external customer technologies and problem resolution techniques. Communicates effectively with customers. Listens to symptom descriptions; to analyze problems; to respond effectively and to provide constructive feedback to the client on problem resolution.

Technology

Uses efficient and cost-effective approaches to integrate technology into the workplace and improve departmental/County effectiveness. Develops strategies using new technology to enhance decision making. Understands the impact of technological change on the organization. Demonstrates an understanding of technology and makes effective use of available tools in the delivery of services to citizens and within the County. Keeps current on technology related to his/her job. Bases decisions on up-to-date technical information and encourages others to use technology in cost effective ways.

YADKIN COUNTY

EMPLOYEE PERFORMANCE APPRAISAL FORM

Employee Information		Department Information	Appraisal Information
Name:		Department:	Review Period:
Job Title:		Division:	Date of Review:
Date of Hire:			
Supervisor:			
<input type="checkbox"/> Probationary Review <input type="checkbox"/> Progress Review <input type="checkbox"/> Annual Appraisal <input type="checkbox"/> Other _____			
OVERALL PERFORMANCE RATING			
	DEFINITION	RATING	
Exceptional Performance	The employee is clearly and obviously one of the top performers of the department in this competency. The employee serves as a recognized role model demonstrating outstanding initiative, significant effort and high quality results. This level of performance marks a consistent and exceptional contribution to the defined job expectation.	100	
Exceeds Expectations	Performance that substantially exceeds defined job expectations. The employee demonstrates and is learning this competency at a higher than expected level. The employee often demonstrates a proficiency level above that required by the defined job expectation in quality, quantity and frequency.	90	
Meets Expectations	The employee meets expectations of the defined job competency and demonstrates or is learning this competency at the expected level. The employee regularly demonstrates proficiency at the demanding level required by the job.	80	

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Below Expectations	The employee is progressing toward meeting their defined job expectation, but occasionally does not. Performance is somewhat lacking in quality, quantity or frequency. The employee is expected to improve their performance.	70
Does Not Meet Expectations	Performance consistently fails to meet the defined job expectations. The employee does not meet the minimum level. The level may include performance that is acceptable at times, but is inconsistent across the rating period. The employee is expected to improve their performance.	60

OVERALL SUMMARY

Section A (Core Competencies Average Score) = _____

Section B (Management Competencies Average Score) = _____

Section C (Job Specific Competencies Average Score) = _____

Overall Average Score = _____

(Sum of averages/number of sections)

I certify that this performance evaluation has been discussed with me. I understand that my signature does not necessarily indicate my agreement.

_____ (Employee) _____ Date

Approval _____ (Supervisor) _____ Date

Concur _____ (County Manager) _____ Date

SECTION A	CORE COMPETENCIES
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RATING	COMPETENCY
<p>_____</p>	<p>I. Customer Service Projects a positive image of the County while interacting and communicating with external and internal customers. Responds to inquiries and complaints in an appropriate manner by exhibiting an attitude of friendliness, helpfulness and respect. Builds and maintains ongoing, collaborative, working relationships inside and outside of the department .</p> <p><input type="checkbox"/> Exceptional <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Below <input type="checkbox"/> Does Not Meet</p> <p>Comments:</p>
<p>_____</p>	<p>II. Self Management Meets deadlines and is cooperative. Actively seeks opportunity for learning and self-development. Carries own share of responsibility. Accepts and uses suggestions for improvement. Maintains appropriate appearance and attendance.</p> <p>Resolves conflict in an appropriate manner and uses County resources wisely, efficiently and responsibly. Can be relied upon to ensure that functions within areas of responsibility are completed in a timely manner.</p> <p>Monitors performance and takes corrective action when necessary. Uses effective approaches for choosing a course of action or developing appropriate solutions and/or reaching conclusions. Takes action consistent with available facts, constraints, and anticipated consequences.</p> <p><input type="checkbox"/> Exceptional <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Below <input type="checkbox"/> Does Not Meet</p> <p>Comments:</p>
<p>_____</p>	<p>III. Commitment to Quality of Work and Achieving Outcomes Realizes how job function impacts the operation of the organization and performs duties and responsibilities in a way that supports the County’s commitment to honesty, integrity and fairness.</p> <p>Demonstrates flexibility, adjusts to changing demands and deals creatively</p>

	<p>with challenges or problems.</p> <p>Follows fiscal guidelines, regulations, principles, and standards when committing fiscal resources or processing financial transactions.</p> <p><input type="checkbox"/> Exceptional <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Below <input type="checkbox"/> Does Not Meet</p> <p>Comments:</p>
<p>_____</p>	<p>IV. Teamwork</p> <p>Actively participates as a member of a team to move toward the completion of goals. Readily gives and receives help within and across department and division lines. Promotes teamwork among employees by accepting suggestions for improvement and carrying satisfactory share of responsibility and workload. Modifies behavior to reflect new insights and changing circumstances and works well with others to achieve common goals.</p> <p><input type="checkbox"/> Exceptional <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Below <input type="checkbox"/> Does Not Meet</p> <p>Comments:</p>
<p>_____</p>	<p>V. Safety</p> <p>Adheres to all workplace and trade safety laws, regulations, standards, and practices. Performs work in a safe manner at all times. Avoids shortcuts that increase health and safety risks to self or others. Maintains emergency supplies and/or personal protective gear, organizes the personal workspace to minimize the likelihood of an accident or other unsafe situations and check for and reports potential hazards or breaches of security plans while</p>

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	<p>in the workplace or in the field.</p> <p><input type="checkbox"/> Exceptional <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Below <input type="checkbox"/> Does Not Meet</p> <p>Comments:</p>
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SUMMARY - SECTION A

Performance of Core Competencies	
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(Total Points/5) = _____

SECTION B	MANAGEMENT COMPETENCIES
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RATING	COMPETENCY
_____	<p>I. Resource Management Provides strategic oversight for resource management matters. Monitors activities and services on an ongoing basis to ensure that customers are efficiently and effectively served.</p> <p>Uses a variety of information sources internal and external to the County to identify issues and trends.</p> <p>Appropriately uses financial, economic, and technical information to identify ways to achieve long-range goals or meet the vision of the organization.</p> <p>Follows fiscal guidelines, regulations, principles, and standards when committing fiscal resources or processing financial transactions.</p> <p>Ensures that needed resources and skill sets among staff are available.</p> <p>Identifies financial resources that will be required to accomplish goals and objectives of departmental and organizational plans.</p> <p>Focuses on accomplishing desired outcomes, goals and objectives or strategic plan within allocated resources.</p> <p>Uses budgeted funds and resources wisely, efficiently and responsibly.</p> <p><input type="checkbox"/> Exceptional <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Below <input type="checkbox"/> Does Not Meet</p> <p>Comments:</p>
_____	<p>II. Managing Work and Performance Assigns work and establishes work rules and acceptable levels of quality and quantity of work.</p> <p>Reviews work and evaluates performance of others and develops individuals' competencies. Monitors department/unit performance through goal accomplishment and customer feedback.</p> <p>Benchmarks services with comparable organizations.</p>

	<p>Ensures accurate, timely, thorough performance evaluations for assigned staff. Leads, encourages and supports continuous improvements.</p> <p>Creates a climate in which the potential advantages of diversity for organizational and group performance are maximized.</p> <p><input type="checkbox"/> Exceptional <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Below <input type="checkbox"/> Does Not Meet</p> <p>Comments:</p>
<p>_____</p>	<p>III. Coaching/Mentoring</p> <p>Provides guidance and feedback to help an employee or groups of employees strengthen their knowledge, skills and abilities to accomplish a task or solve a problem, which in turn should improve job performance.</p> <p>Enables co-workers to grow and succeed through feedback, instruction, and encouragement.</p> <p>Inspires and motivates others. Encourages and promotes training and education. Gives timely, positive and corrective feedback to improve employee performance.</p> <p>Values and recognizes the efforts and contributions of others.</p> <p><input type="checkbox"/> Exceptional <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Below <input type="checkbox"/> Does Not Meet</p> <p>Comments:</p>
<p>_____</p>	<p>IV. Leadership</p> <p>Coordinates, facilitates, and participates in a collaborative approach for the completion of tasks or assignments.</p> <p>Promotes organizational mission and goals and shows the way to achieve them.</p> <p>Establishes expectations and clear direction to meet goals and objectives of on-going work for a group of employees.</p> <p>Motivates and engages employees through effective communication.</p>

	<p> <input type="checkbox"/> Exceptional <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Below <input type="checkbox"/> Does Not Meet </p> <p>Comments:</p>
<p>_____</p>	<p>V. Safety & Security Management</p> <p>Follow and enforce safety, health and security policies and procedures, develops and trains staff in the safety core competency, ensures compliance with federal and state regulations, addresses employee safety and security problems and concerns and exercises due diligence throughout contract development, negotiations, and compliance.</p> <p>Responds to all reports of unsafe or inappropriate conduct, maintains the confidentiality of employee records and personal health information and discourages criminal activity by establishing and monitoring policies involving personnel and property.</p> <p> <input type="checkbox"/> Exceptional <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Below <input type="checkbox"/> Does Not Meet </p> <p>Comments:</p>

SUMMARY – SECTION B	
Performance of Management Competencies	
(Total Points/5) = _____	

SECTION C	JOB SPECIFIC COMPETENCIES/ACCOUNTABILITIES
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RATING	COMPETENCY/ACCOUNTABILITY
_____	<p>I.</p> <p><input type="checkbox"/> Exceptional <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Below <input type="checkbox"/> Does Not Meet</p> <p>Comments:</p>
_____	<p>II.</p> <p><input type="checkbox"/> Exceptional <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Below <input type="checkbox"/> Does Not Meet</p> <p>Comments:</p>
_____	<p>III.</p> <p><input type="checkbox"/> Exceptional <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Below <input type="checkbox"/> Does Not Meet</p>

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	<p>Comments:</p>
<p>_____</p>	<p>IV.</p> <p><input type="checkbox"/> Exceptional <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Below <input type="checkbox"/> Does Not Meet</p> <p>Comments:</p>
<p>_____</p>	<p>V.</p> <p><input type="checkbox"/> Exceptional <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Below <input type="checkbox"/> Does Not Meet</p> <p>Comments:</p> <hr/> <p>VI.</p> <p><input type="checkbox"/> Exceptional <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Below <input type="checkbox"/> Does Not Meet</p> <p>Comments:</p>

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<p>_____</p>	<p>VII.</p> <p><input type="checkbox"/> Exceptional <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Below <input type="checkbox"/> Does Not Meet</p> <p>Comments:</p>
<p>SUMMARY - SECTION C</p>	
<p>Performance of Job Specific Competencies/Accountabilities</p> <p>(Total Points/7) = _____</p>	

<p>SECTION D</p>	<p>EMPLOYEE COMMENTS</p>

SECTION E		DEVELOPMENT PLAN FOR NEXT APPRAISAL YEAR _____
Identify specific skills or knowledge needing further development and outline potential actions to be taken to improve/enhance employees' skill/knowledge in each of these areas:		
GOALS	ACTION TO ACCOMPLISH	
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

*Each Department head shall create at least seven (7) goals for each employee within their department.